

SCHOOL REPORT CARD

2004-2005

-Commonwealth of Kentucky-

North Oldham Middle School

Robert Smith, Principal
1801 S Hwy 1793
Goshen, KY 40026
phone: (502) 228-9998
fax: (502) 228-7735
email: rsmith@oldham.k12.ky.us

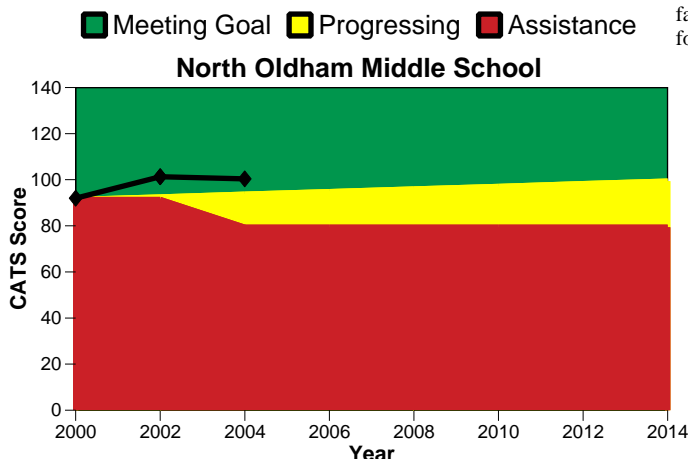


Dear Parents/Guardians:

Here is our school's report card for the 2004-2005 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	91.4		92.0
2002	92.5	79.4	101.3
2004	93.7	79.4	100.4
2006	94.8	79.4	
2008	96	79.4	
2010	97.1	79.4	
2012	98.3	79.4	
2014	99.4	79.4	
Standard Error: 0.6			

About Our School

Our school has the distinction of being recognized by the Kentucky Department of Education for the consistent proficient status on the CATS assessment that our students have achieved since 2001. While the school facility provides a safe and nurturing place for student learning to occur, the relationships forged between teachers and students is the defining quality of North Oldham Middle School of which we are most proud. Teachers, staff members, administrators, students, parents and volunteers genuinely care about each student and spending many quality hours working with our young students to develop them academically and through extracurricular activities. Using the Search Institutes 40 Developmental Assets to build healthy personal qualities, the TAG (Teacher Assisted Guidance) program enters its second year with new activities to teach Respect, Responsibility and Relationships. We believe in educating the whole child through rigorous academic and supportive curricular programs by creating curricula that is both challenging and flexible.

How Our School Ensures Educational Equity

Because our female students are consistently out-scoring our male students on the CATS assessment, and in general, making higher grades than our male students, we are studying differentiated instructional practices to assist our boys and girls with their responses to classroom work. From this action research we have implemented the following: reading selections of high interest, specialized vocabulary developed from reading, providing more opportunities for technology to be incorporated into all subject areas, more hands-on/interactive class work, and providing all students with an adult role model through classroom guidance programs. Instruction in all subject areas is three-tiered, i.e., the core lesson is planned with accommodations for the gifted student as well as the student with special learning needs.

School Enrollment (end of year membership 2004-2005): 868

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Mathematics 5th	4%	10%	25%	16%	19%	30%	80%	72%	45%	104.5	96.5	74.4
Social Studies 5th	5%	8%	21%	15%	18%	27%	80%	74%	53%	104.6	97.6	79.3
Arts & Humanities 5th	12%	15%	30%	28%	33%	37%	60%	52%	32%	86.9	82.7	62.8
PL/VS 5th	4%	7%	14%	13%	18%	23%	84%	75%	63%	105	97.1	84.9
Reading 7th	1%	2%	8%	6%	11%	30%	93%	87%	62%	112.9	105	87
Science 7th	4%	7%	24%	23%	24%	36%	74%	69%	41%	104	99.5	74
Writing 7th	6%	6%	26%	48%	49%	52%	46%	45%	21%	77.5	77.1	57.3
Mathematics 8th	4%	4%	23%	22%	24%	41%	74%	72%	36%	102.6	101.6	71
Social Studies 8th	1%	5%	19%	24%	28%	43%	74%	67%	39%	106.2	97.6	73.5
Arts & Humanities 8th	6%	6%	20%	13%	18%	27%	81%	76%	53%	105.1	99.3	76.5
PL/VS 8th	3%	5%	19%	25%	25%	38%	72%	71%	43%	103.8	100.1	74.3

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
6th Grade Reading	77%ile	72%ile	58%ile	50%ile
6th Grade Language Arts	74%ile	68%ile	54%ile	50%ile
6th Grade Mathematics	75%ile	76%ile	57%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2004 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	96.8%	0.1%	0%
District	96%	0.9%	0.7%
State	94.3%	3.3%	2.2%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Academically: KAA District & Regional Governor's Cup Competition individuals placed 1st or 2nd in Social Studies and Arts & Humanities; Future Problem Solving placed 2nd at Regionals; the team placed 2nd overall in district. Band: 7th and 8th grade bands received proficient ratings at KMEA Concert Band Festival; 22 students were selected for the All-County Band. Chorus: KMEA Choral Festival 7th & 8th grade choirs received proficient ratings.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	98%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	84%	79%	78%
Average Years of Teaching Experience	12.1	11.4	11.8

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

The SBDM Council has reviewed North Oldham Middle Schools safety plan and drug prevention policies. While these policies are tied to a well-developed district plan, building positive student-teacher relationships is key to the strength of our school safety, discipline and drug prevention programs. The process is further supported by school district policies that encourage responsible behavior. Students and parents have an opportunity to review the schools safety and discipline codes at the beginning of each school year and sign a statement that they will honor and support a safe and orderly school. Students, parents and faculty also respond to questions concerning safety in the annual Effective School Survey. Data from this survey is used to make adjustments to our policies and practices.

Violation	Number of Reported Incidents	Number of Students Suspended for This	Number of Students Expelled for This
1st degree Assault	0	0	0
Drug Abuse Violations	2	5	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4241	19:1	4.5:1	100%
District	\$2168	17:1	5.5:1	100%
State	\$8663	16:1	3.7:1	100%

How We Use Technology to Teach

As a school we have determined that we want to improve and expand upon our technology and integrate it more fully into all areas of the curriculum for both students and teachers. Technology, we feel, is a tool to accomplish our goals to better student writing, differentiating instruction, and guaranteeing gender equity. Students use technology to integrate reading and writing in content areas and bring to life the concepts about which they have read and studied. Using classroom mobile carts with laptops and the computer stations in our Library Media Center, students have the opportunity to use basic computer software applications, integrated software applications, word processing, spreadsheet/graphing capabilities, and database programs.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	435	33	7	4721

Extracurricular Activities

At NOMS when we say that we believe in educating the whole child, the action behind those words is when teachers get involved with their students outside of the regular academic setting. This supports the academic successes experienced in the classroom.. Since our students bring a variety of interests, talents, and learning styles to school, we offer a variety of activities for students to consider. Our activities address academic, arts, and athletic interests. Activities are as diverse as the students, from a skateboarding club to a chess team.

Awards and Recognition

School Honors: North Oldham Middle School is the highest scoring, non-private, open enrollment Middle School in the state on the CATS Assessment. Six teachers have received National Board Certification. Student Honors: Our students are recognized each nine weeks for their good grades and respectful and responsible behavior. High Achievers and Honor Roll recognition ceremonies are attended by students, parents and teachers to validate outstanding grades achieved on report cards.

What We Are Doing To Improve

Even though we are a high-achieving middle school, our job to continue this excellence and surpass our current status is always a challenge. Our teams of teachers have developed plans to help students make even greater gains through differentiated instructional strategies and meeting the developmental needs of all students. Content teachers meet monthly to discuss current topics of interest, share common readings and discuss student work products. These conversations are led by our Curriculum Leaders. Team leaders at each grade are given many responsibilities and flexibility to design the programs that best meet the needs of their students. Educational research validates this sort of collegial support group as a powerful and productive way to improve instruction in the classroom and engage students in learning.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Carrie Pitsenberger	502 228 9998		
Loretta Shake	502 228 9998		
Robert L. Smith	502 228 9998		
Wendy Roach	502 228 9998		
Kim Maddox	502 228 9998		
Melissa O’Connell	502 228 9998		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

NON-PROFIT ORG.
U.S. POSTAGE
PAID
MAILED FROM
ZIP CODE 45203
PERMIT NO. 4424

